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The 1968 legislature authorized the Oklahoma State Regents for Higher Education to establish a 2-year junior college for Tulsa County and environs. The Regents' staff began plans that included: a state bond issue ($4 million) to be matched by federal funds; studies of community population trends, socioeconomic trends, site needs, operating budget, and physical plant requirements; functions and purposes of the college; admission, retention, graduation, and accreditation standards; educational programs and degrees or other academic awards to be offered; fees; and timetable for construction, organization, operation, enrollment, and start of classes. The staff worked with national authorities, outside consultants, and public relations experts, and used a questionnaire to collect most of its data. The data and resulting plans are presented in detail. Recommendations include: (1) a comprehensive function for the new college; (2) adoption of broad educational programs and courses of study; (3) nationally prevalent educational standards; (4) conferring of selected degrees and certificates; (5) fees identical with those at other 2-year state colleges; (6) adoption by the Regents of the proposed 1970 operating budget; (7) adoption of the construction guide for the physical plant; (8) development of a multi-campus college with three or four sites; (9) selection of personnel and programs in time for 1970-71 operation; and (10) donation of local sites to the State as soon as possible. (HH)

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THE TULSA JUNIOR COLLEGE • Oklahoma State Regents for Higher Education • 1969

the tulsa junior college

Report of a Study
to Develop Background Data, Planning Standards &
Criteria for the Establishment of
the Tulsa Junior College

JC 640 020

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
STATE CAPITOL, OKLAHOMA CITY
JANUARY, 1969

The Tulsa Junior College

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The Tulsa Junior College

Report of a Study To Develop Background Data, Planning Standards and Criteria for the Establishment of The Tulsa Junior College

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Foreword

The 1968 Oklahoma Legislature authorized the Oklahoma State Regents for Higher Education to establish a new two-year state college to serve Tulsa County and surrounding area. Since Oklahoma had not created a new state institution of higher learning in 50 years, the State Regents were anxious that the new college be more than just a carbon copy of other institutions, but should rather strive to be an example for other urban junior colleges to emulate. Toward that end, the Regents authorized and encouraged the Chancellor to undertake a comprehensive program of research and planning leading toward its establishment and operation. This report is the result of that research and planning.

During the study, the State Regents' staff has been fortunate to obtain the consultation and advice of numerous authorities in the field of junior college planning and development, men and women of national stature and reputation. Several of the consultants contributed research papers developed specifically to assist the State Regents in planning the Tulsa Junior College project, and their papers will be published as a companion document to this report. The names of those who have served as official consultants are included in this report on the opposite page.

The creation of Tulsa Junior College is Oklahoma's modern response to its historical commitment of providing higher education beyond the high school for all who can reasonably profit from the experience. Many people have contributed to the success of this undertaking, including the leadership and members of the Oklahoma Legislature, Governor Dewey Bartlett, Tulsa County citizens, and members of the Oklahoma State Regents for Higher Education. To these and all others who contributed, we are sincerely grateful.

E. T. Dunlap
Chancellor

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Chapter I

Background

The Second Session of the Thirty-First Oklahoma Legislature, in Senate Bill No. 493, authorized the Oklahoma State Regents for Higher Education to establish a new two-year college as a member institution of The Oklahoma State System of Higher Education to serve the people in Tulsa County and surrounding area. Section 4 of Senate Bill No. 493 provides that:

> The Oklahoma State Regents for Higher Education shall have authority to establish a two-year junior college in Tulsa County to serve Tulsa County and surrounding area, if provision is made locally for the donation, to the State of Oklahoma, of a suitable site for the college, which shall be known as the Tulsa Junior College and shall be an integral part of The Oklahoma State System of Higher Education, and shall be entitled to the same privileges and be subject to the same laws as other member institutions of such State System. (O.S. Supp. 1968, Title 70, Section 4413).

House Bill No. 1185 of the 1968 Oklahoma Legislature implemented the authorization contained in Senate Bill No. 493 by making available to the Oklahoma State Regents for Higher Education the sum of $250,000, to be used for the purpose of planning and establishing the Tulsa Junior College. The Legislature also passed Senate Joint Resolution No. 52, which submitted to a vote of the people on December 10, 1968, a state building bond issue, providing $4 million in state funds—to be matched by a like amount of federal funds—for planning and constructing the Tulsa Junior College.

In May of 1968, the Oklahoma State Regents for Higher Education took cognizance of the Legislature's actions concerning Tulsa Junior College and directed their administrative staff to initiate planning for its establishment and operation. The Chancellor subsequently submitted to the State Regents in July of 1968 a memorandum which set forth the legal responsibilities of the Regents toward the Tulsa Junior College, on the basis of which he recommended a procedure for accomplishing the preliminary planning for the new institution. The legal relationships which obtain between the State Regents and the Tulsa Junior College are reviewed below.

Relationship of State Regents to Tulsa Junior College

The law which authorizes the State Regents to establish the Tulsa Junior College provides that the institution "... shall be an integral part of The Oklahoma State System of Higher Education; and shall be entitled to the same privileges and be subject to the same laws as other member institutions of such State System." (O.S. Supp. 1968, Title 70, Section 4413). The Oklahoma Constitution defines the relationship between member institutions in the State System and the State Regents as follows:

> The Regents shall constitute a co-ordinating board of control for all State institutions described in Section 1 hereof, with the following specific powers: (1) it shall prescribe standards of higher education applicable to each institution; (2) it shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed; (3) it shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions; (4) it shall recommend to the State Legislature the budget allocations to each institution, and; (5) it shall have the power to recommend to the Legislature proposed fees for all of such institutions, and any such fees shall be effective only within the limits prescribed by the Legislature. (Oklahoma Constitution, Article XIII-A, Section 2)

In view of the responsibilities and duties placed upon the State Regents by Senate Bill No. 493 and by the Oklahoma Constitution, the immediate tasks confronting the State Regents during the early months ahead would appear to involve (1) prescribing the standards of education at Tulsa Junior College; (2) determining the functions and courses of study at the new institution; (3) setting out the degrees and certificates to be conferred by the college; (4) developing the budget needs for the new institution, both for current operations and for physical plant; (5) establishing a schedule of fees to be charged students at the college; (6) developing criteria for determination of site suitability for location of the new institution; and (7) other related items.

State Regents Adopt Plan for Preliminary Study

In the same memorandum which outlined the legal responsibilities of the State Regents toward the new Tulsa Junior College, the Chancellor also recommended a procedure for accomplishing the preliminary planning necessary for the State Regents to issue a declaration of establishment. The Regents adopted the plan as submitted.

and authorized the Chancellor and research staff to begin at once the background research and data collection necessary to establish the new college by January 1, 1969, leading toward the beginning of classes by September 1, 1970.

Contained in the plan were the following steps to be accomplished:

1. Make studies in depth regarding population trends in the Tulsa Metropolitan Area, the results of which would be used for projecting enrollments in the Junior College both immediate and long range.

2. Make studies in depth regarding the economic and sociological trends of the Tulsa Metropolitan Area, the results of which would serve to influence decisions relative to the functions and educational programs to be offered in the Junior College.

3. Make studies to determine the requirements for the site of the Junior College and as to whether it should operate at one location or at two or more locations.

4. Make appropriate studies, the results of which would be used for projecting the operating budget requirements of the Tulsa Junior College.

5. Make appropriate studies, the results of which would be used for projecting the physical plant requirements of the Junior College.

Based on results of the research, which would be accomplished as outlined above, the State Regents would then make basic decisions for the establishment of the Tulsa Junior College as follows:

1. Determine the functions and purposes of the new college as a member institution of The Oklahoma State System of Higher Education.

2. Determine the courses of study or other educational programs to be offered students at the new college.

3. Prescribe the standards of education for the new college (admission, retention, graduation and accreditation).

4. Determine the degrees and other academic awards to be conferred upon students successfully completing courses of study at the college.

5. Determine the fees to be charged students for enrollment in the college.

6. Project the educational and general operating budget needs for the first year of operation.

7. Project the capital budget needs for the college.

8. Make a judgment on the suitability of the site or sites for location of the Junior College, the land for which is to be provided by the people locally, as set out in Senate Bill No. 493.

9. Recommend a timetable for the construction of the physical facilities, the organization for operation of the institution, the enrollment of students and the beginning of classes.

10. Adopt a resolution officially establishing the Tulsa Junior College as evidence that the intent of the law has been carried out.

Following adoption of the resolution of establishment by the State Regents, official notice will be given the Governor of Oklahoma who will, as provided by law, appoint a seven-member Board of Regents to serve as the governing board of the Tulsa Junior College. This board will then organize, employ a president and other administrative staff and proceed with the development of a detailed and ". . . comprehensive plan for implementing the functions, purposes and educational programs of the Tulsa Junior College as prescribed by the State Regents in the establishment of the institution, which plan shall be submitted for review and approval of said State Regents." (Section 4, Senate Bill No. 493).

Consultants

In conducting the study leading toward the establishment of Tulsa Junior College, the State Regents' staff has been in frequent communication with nationally known authorities and agencies in the field of junior college planning and development, and numerous consultants have visited the State during the course of the study. Some of those who have counseled with the research staff in recent months include Dr. Edmund J. Gleazer, Jr., Executive Director, American Association of Junior Colleges; Dr. S. V. Martorana, Vice-Chancellor for Two-Year Colleges, State University of New York; Dr. James Wattenbarger, Director, Institute

of Higher Education, University of Florida; Dr. James Reynolds, Professor and Consultant in Junior College Education, University of Texas; Dr. Richard Wilson, Director, New Institutions Project, American Association of Junior Colleges; Dr. B. Lamar Johnson, Professor of Higher Education, University of California at Los Angeles; Dr. James Hobson, Vice-Chancellor for Administration, University of California at Los Angeles; Dr. Bill Priest, Chancellor of the Dallas County Junior College District; and Dr. Joe Rushing, President, Tarrant County Junior College, Fort Worth. In addition to the above, all of whom have either visited Oklahoma or have been visited at their institutions by those involved in the study, numerous other specialists and experts in the field of junior college planning have been contacted via telephone and correspondence, and some of these have been invited to Oklahoma to assist in the latter stages of planning for the Tulsa Junior College project.

In order that full advantage might be taken of this professional expertise, a number of outside consultants were invited to Oklahoma in early December for a two-day visit. They met with the State Regents and their staff on December 5, 1968, at which time the procedures for planning and establishing the Tulsa Junior College were reviewed in detail. On the following day, December 6, a conference was held in Tulsa, whose purpose was to inform the citizens of Tulsa County and surrounding area about the overall purposes and functions of an urban community junior college, as well as to provide the people of the area with up-to-date information about State Regents' planning for the establishment of the Tulsa Junior College.

Those coming to Oklahoma on December 5 and 6 for the meetings in Tulsa and Oklahoma City were Dr. Edmund J. Gleazer, Executive Director, American Association of Junior Colleges; Dr. S. V. Martorana, Vice-Chancellor for Two-Year Colleges, State University of New York System; Dr. James Wattenbarger, Director, Institute for Higher Education, University of Florida; Dr. Bill Priest, Chancellor, Dallas County Junior College System; Dr. B. Lamar Johnson, Professor of Junior College Education, University of California at Los Angeles; and Dr. James Hobson, Vice-Chancellor, University of California at Los Angeles.

These consultants contributed significantly to a better understanding on the part of the citizens of the Tulsa area concerning the American junior college; also, their judgment and counsel helped to guide the research staff in the development of the conclusions and recommendations coming out of this report.

Procedures

Among the procedures utilized by the research staff in conducting the study was a questionnaire survey carried out in the public schools of Tulsa County and surrounding area during the last week in September, 1968. A student questionnaire was administered to all of the high school juniors in the area, in order to secure information relative to students' college-going aspirations, parental education and income, occupational choices, and other like economic, educational and social attributes.

During October of 1968, the questionnaire responses of the Tulsa area students were punched into IBM cards, which cards were then analyzed by computer to develop the background information contained in Chapters II and III of this report.

During October and early November, the research staff completed their research and development of a preliminary draft of the study report. This first draft was then sent to a panel of consultants for their review, following which their suggestions were incorporated into the manuscript. After final editing, the report was adopted by the State Regents at their regular monthly meeting on December 17, 1968, following which the document was placed in the hands of the printer.

Organization of this Report

The purpose of this document is to carry out the plan adopted by the State Regents in July of 1968, and is designed to develop background data, planning standards, and criteria for the establishment of Tulsa Junior College. Chapter I has set forth the background, procedures and timetable for the orderly establishment of the new institution. Chapters II and III will deal with demographic factors and trends

basic to the development of enrollment projections, functions, and educational programs for the proposed junior college.

Chapter IV will be devoted to the establishment of criteria for site selection. Chapters V and VI will be concerned with the establishment of operating budget requirements for the initial year, and physical plant needs through the institution's first five years of operation. Chapter VII will set forth the recommendations which have come out of the study.

It is hoped that this study will serve not only to assist the State Regents in planning for the orderly establishment of the Tulsa Junior College, but also that it might be helpful to the Board of Regents and the administration of the new institution as they plan comprehensively to develop detailed educational programs and a campus master plan to implement these programs.

Chapter II

Population Trends, Enrollment Projections

The purpose of this chapter is to set forth in detail the population trends and the enrollment projections for Tulsa County and the surrounding area. This cannot be done effectively without first looking at population trends for the state and nation. Oklahoma's population, while steadily increasing, has not kept pace with the nation as a whole. Bureau of Census figures show Oklahoma's population to be 2,328,284 in 1960, increasing to 2,495,000 in 1967, and projected by the Bureau of Business Research at the University of Oklahoma to 2,655,000 in 1975. The United States population was 179,323,000 in 1960, increasing to 197,863,000 in 1967, and projected to 222,802,000 in 1975. Oklahoma's population increased by 7.2 percent from 1960 to 1967, while the United States population increased by 10.3 percent for the same period. A population increase of 6.4 percent is projected for Oklahoma from 1967 to 1975, as compared with an increase of 12.6 percent for the United States.

A major factor in the leveling off of population in the United States, and especially in Oklahoma, has been the significant lowering of the birth rate. According to statistics compiled by the Bureau of Business Research at the University of Oklahoma, the number of births in Oklahoma has been dropping since 1959, as indicated in the following table.

YEAR	NUMBER OF BIRTHS
1959	51,141
1961	50,859
1963	48,805
1965	41,641
1967	40,103

While there are definite signs that the population explosion predicted for this country has been averted, our nation's metropolitan areas are still being inundated with increasing numbers of people. The American Council on Education reports that in 1900 only 40 percent of the people lived in urban America, while in 1960, this figure has increased to 70

percent. These percentages can be misleading, unless coupled with the following figures:

METROPOLITAN AREAS	1960	1965	PERCENT OF CHANGE
Central Cities	57,790,000	59,612,000	3.2
Outside Central Cities	54,523,000	64,201,000	17.7

Outside central city areas are growing at a rate of more than five times that of central cities.

The metropolitan area of Tulsa, like all areas, is unique in many ways, but the forces causing the national trends reported above have affected and will continue to affect Tulsa significantly.

The Bureau of Census shows Tulsa County with a population of 346,038 in 1960 and the Bureau of Business Research at the University of Oklahoma estimated increases to 354,956 for 1964, and to 369,347 for 1968.

The Bureau of Census shows the city of Tulsa with a population of 261,685 in 1960 and the Bureau of Business Research estimated increases to 279,101 for 1964, and to 318,940 for 1968. These figures suggest a population increase of 2.6 percent for Tulsa County and a 6.7 percent increase for the city of Tulsa from 1960 to 1964 and an increase from 1964 to 1968 for Tulsa County as 4.1 percent and for the city of Tulsa as 12.5 percent.

Oklahoma public school attendance figures from the State Department of Education indicate that while enrollments have continued to increase, the rate of increase is diminishing, as follows:

YEAR	ENROLLMENT	PERCENT OF CHANGE
1965-66	545,611	---
1966-67	555,611	1.8
1967-68	559,350	.7
1968-69 (est)	563,000	.7

The slowing down trend in total public school attendance is even more apparent from the following figures:

YEAR	FIRST GRADE ENROLLMENT	PERCENT OF CHANGE
1965-66	56,392	—
1966-67	56,550	.3
1967-68	52,470	- 7.2
1968-69 (est)	52,470	.0

Indications are that the reduced birth rate in Oklahoma is now affecting school enrollment. There has been virtually no increase in first grade enrollments for the past five years and none is expected in the foreseeable future.

Enrollment figures (K-12) from the Tulsa Public School District reflect the same trend, as indicated below.

YEAR	ENROLLMENT	PERCENT OF CHANGE
1965-66	77,125	—
1966-67	78,297	1.5
1967-68	79,512	1.6
1968-69	80,100	.7
1971-72 (est)	79,071	- 1.3
1972-73 (est)	77,707	- 1.7

Enrollment projections for 1971-72 and 1972-73 by the Tulsa Public School District suggest not only a slowing down, but an actual decrease in total enrollment. This decrease is in keeping with the national population movement to the areas outside of central cities.

The public school enrollment figures (K-12) for Tulsa County Districts (other than the Tulsa Public School District) and the surrounding area tell a different story.

YEAR	ENROLLMENT	PERCENT OF CHANGE
1965-66	22,822	—
1966-67	23,859	4.5
1967-68	25,039	4.9
1971-72 (est)	30,400	21.1

The above enrollment figures, while suggesting long-range trends for Tulsa County and the surrounding area, do not furnish information about

the various geographic sections of the area. Enrollment figures for grades 10, 11 and 12 for the high schools of the area are as follows:

TULSA SCHOOL DISTRICT	65-66	66-67	67-68	71-72(est)	PERCENT OF CHANGE 66-72
Central	2,576	2,487	2,471	2,366	— 8.2
East Central	665	860	1,025	1,385	108.3
Edison	1,715	1,753	1,782	1,849	7.8
Hale	1,938	1,944	2,100	2,262	16.7
McLain	1,365	1,374	1,450	1,535	12.5
Memorial	1,370	1,561	1,850	2,330	70.0
Rogers	2,317	2,334	2,375	2,433	5.0
Washington	1,057	1,011	960	863	—18.4
Webster	885	841	840	795	—10.2
OTHER COUNTY DISTRICTS					
Sand Springs	1,055	1,093	1,104	1,127	6.8
Broken Arrow	744	800	834	895	20.3
Bixby	249	257	275	367	47.4
Jenks	270	290	313	457	69.3
Collinsville	249	242	262	370	48.6
Skiatook	222	220	214	304	36.9
Union	137	143	137	186	35.8
Berryhill	178	196	200	212	19.1
Owasso	284	324	336	520	83.1
Glenpool	53	50	59	89	67.9
Liberty Mounds	55	58	61	63	14.5
OUTSIDE TULSA COUNTY					
Catoosa	237	271	277	450	90.0
Sapulpa	1,044	1,047	1,079	1,166	11.7

The estimated enrollment for grades 10, 11 and 12 for all of Tulsa County and the surrounding area for 1971-72 is 22,179. A number of other high school districts such as Mounds, Keifer, Sperry, Haskell, Coweta, Beggs, Mansford and Oologah are located in the area surrounding Tulsa County, but are not included in the study.

The number of high school seniors graduating from Tulsa County high schools increased by 94 percent from 1958 to 1968 compared to only 40 percent for the state, according to records from the State Department of Education. A 26 percent increase is expected from 1968 to 1972. The number of high school graduates in Tulsa County and for the total state over the past three years and an estimate for 1972 is as follows:

YEAR	TULSA COUNTY GRADUATES	TOTAL OKLAHOMA GRADUATES	TULSA GRADUATES AS A PERCENT OF OKLAHOMA GRADUATES
1965	5,381	35,668	15.1
1966	5,217	34,580	15.1
1967	5,205	34,028	15.3
1968	5,503	34,645	15.9
1972 (est)	6,948	38,400	18.1

The percentage of high school graduates going on to college has continually increased and projections for the state by the Oklahoma State Regents for Higher Education suggest further increases in the future, as follows:

YEAR	HIGH SCHOOL GRADUATES	FIRST-TIME DEGREE CREDIT STUDENTS	RATES
1965-66	34,580	22,586	65.3
1966-67	34,028	22,680	66.7
1967-68	34,645	23,149	66.8
1971-72 (est)	38,400	25,950	67.6

Currently, less than 60 percent of the graduates from the Tulsa County area go on to college, according to records of the Oklahoma State Regents for Higher Education, as compared with nearly 70 percent for Oklahoma City. Although the Tulsa County rate of college attendance is above that of many counties in Oklahoma, it is significantly below that of other urban counties. Approximately 50 percent of the high school graduates from the Tulsa County area who attend college enroll either at the two state universities (approximately 36 percent) or at Northeastern State College (approximately 14 percent). A small but growing percent enroll at Northeastern Oklahoma A&M College (approximately 2 percent in 1960, growing to over 7 percent in 1967). None of these institutions is within reasonable commuting distance from Tulsa.

The new State System Admissions Standards, effective in the Fall Semester of 1968, will likely affect the number of students from the Tulsa County area who will enroll at the two state universities and at Northeastern State College. The upgraded requirements provide that a high school graduate must be in the upper one-half of his high school graduating class in order to be eligible for admission to either of the state universities, as opposed to the 1967 standard which required him to be in the upper three-fourths; and that he must be in the upper two-thirds in

order to be eligible for admission to one of the state four-year colleges, as compared to the 1967 standard which required him to be in the upper three-fourths.

Estimates made by the State Regents' office suggest that approximately 10 percent of those who are now attending college under the old standards will not be eligible under the new.

The following chart provides information about the number of high school juniors presently enrolled in Tulsa County and the surrounding area, the estimated number who will attend college, and the number who say (via questionnaire) they would be likely to attend a junior college when established, if within commuting distance.

TULSA SCHOOL DISTRICT	JUNIORS	WILL ATTEND COLLEGE (Est)	LIKELY TO ATTEND TULSA JUNIOR COLLEGE: TWO YEARS COLLEGE WORK	LIKELY TO ATTEND TULSA JUNIOR COLLEGE: SPECIALIZED TRAINING
Central	874	587	137	117
East Central	431	290	63	51
Edison	609	409	60	45
Hale	754	507	140	67
McLain	528	355	97	70
Memorial	725	487	89	36
Rogers	873	587	156	106
Washington	316	212	63	65
Webster	307	206	39	47
OTHER COUNTY DISTRICTS				
Sand Springs	348	234	59	60
Broken Arrow	291	196	66	52
Bixby	95	64	25	16
Jenks	103	69	26	25
Collinsville	88	59	21	10
Skiatook	76	51	11	19
Union	47	32	4	5
Berryhill	66	44	18	8
Owasso	133	89	17	10
Glenpool	24	16	2	5
Liberty Mounds	25	17	4	6
OUTSIDE TULSA COUNTY				
Catoosa	112	75	29	17
Sapulpa	366	246	77	71
TOTALS	7,191	4,832	1,203	907

Some 2,110 juniors from Tulsa County and the surrounding area indicate that they would likely attend a junior college, if located within commuting distance. This figure represents 43.8 percent of the estimated number of juniors who will attend college.

Geographical characteristics of Tulsa County and surrounding counties suggest four areas for further analysis.

Area A (*Bixby, Jenks, Berrybill, Glenpool, Liberty Mounds, Sapulpa, Webster*): Seven high schools in the Tulsa County area are located south and west of the Arkansas River. 368 juniors from this area indicated that they would likely attend a junior college, if it were located within commuting distance. This figure represents 55.9 percent of the estimated number of juniors who will attend college from this area. It is estimated that this area will increase in enrollment by about 17 percent during the next four years.

Area B (*Broken Arrow, Union, Memorial, East Central*): Four high schools in the Tulsa County area are located east of the river and south of the Skelly Bypass. 366 juniors from this area indicated that they would likely attend a junior college if within commuting distance. This figure represents 36.4 percent of the estimated number of juniors who will attend college from this area. It is estimated that this area will increase in enrollment by about 29.2 percent during the next four years.

Area C (*Collinsville, Skiatook, Owasso, Catoosa, McLain*): Five high schools in the Tulsa area are located north of 36th Street North. 301 juniors from this area indicated that they would likely attend a junior college if within commuting distance. This figure represents 47.9 percent of the estimated number of juniors who will attend college from this area. It is estimated that this area will increase in enrollment by about 26.5 percent during the next four years.

Area D (*Central, Washington, Rogers, Hale, Edison*): Five high schools in the Tulsa area are located between 36th Street North and the Skelly Bypass. 956 juniors from this area indicated that they would likely attend a junior college if within commuting distance. This figure represents 41.5 percent of the estimated number of juniors who will attend college from

this area. It is estimated that this area will increase in enrollment by about 0.9 percent during the next four years.

It should be noted that the juniors from Sand Springs were not included in any of the above areas. Because of natural barriers, Sand Springs did not fit geographically into any of the four areas above, nor was it of sufficient size to justify its inclusion as a separate area. For purposes of analysis, however, the district should appropriately be assigned to either of two areas, A or D. If assigned to Area A, the number of juniors would be increased by 119, making for a combined total of 467. If assigned to Area D, the number of juniors for that area would be increased from 956 to 1,075.

Going beyond the present junior class, which would in all likelihood be the first graduating class to attend the Tulsa Junior College, experience in states which have developed expected community junior college programs indicates that there is a sizable reservoir of high school graduates in a given community who have not previously been enrolled in college, but who would be available for attendance during the day at a local junior college, either on a full-time or part-time basis. It is reasonable to assume that about 20 percent of the full-time students (not counting adults) would come from this reservoir. Experience also suggests that approximately one-third or more of the total full-time-equivalent enrollment of a community junior college will be adults.

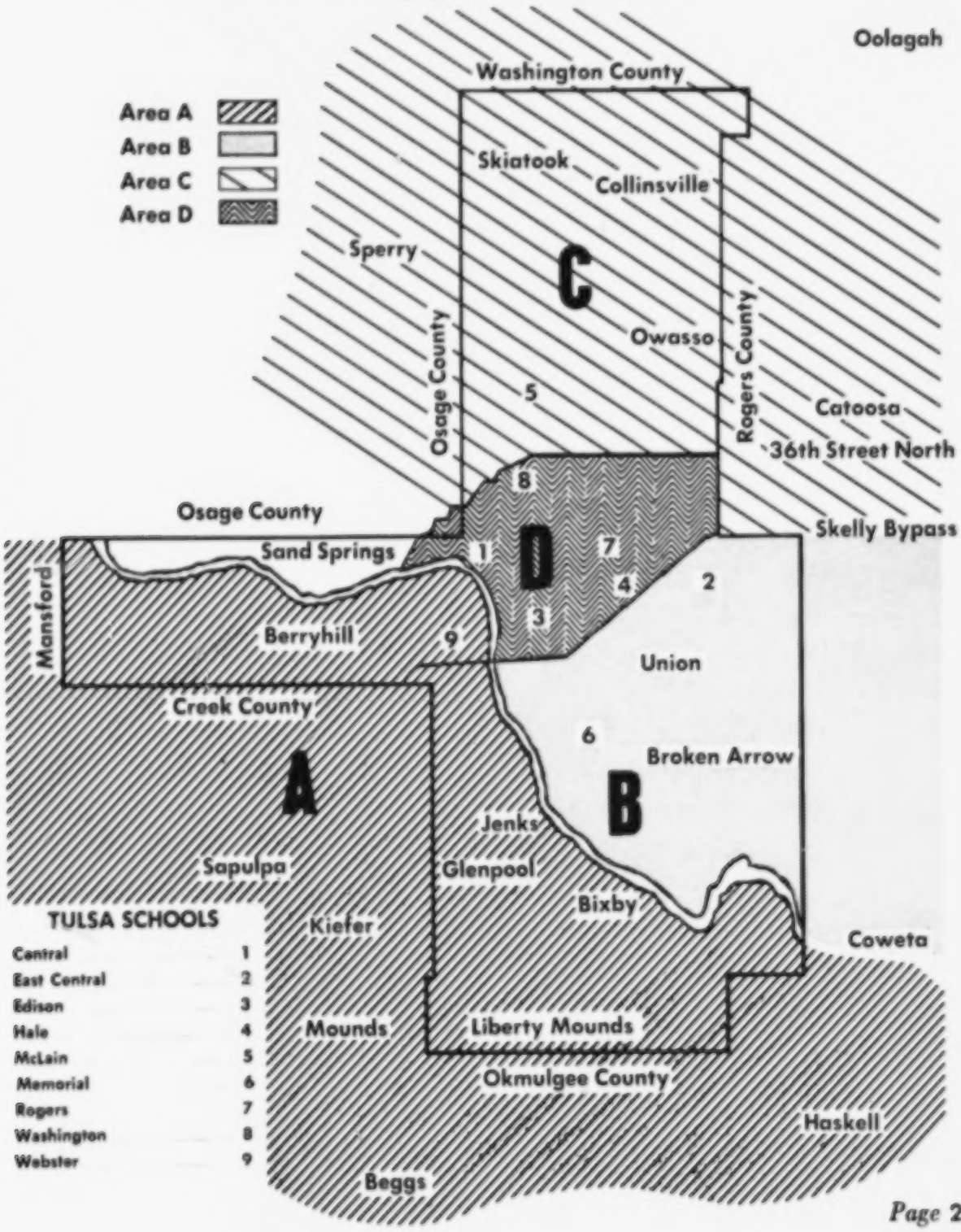
Utilizing these estimates, projected enrollments which could be expected for the four areas described previously are as follows:

FULL AND PART-TIME STUDENTS (Estimate)

Area	Initial year (1970-71)	Second year (1971-72)	Fifth year (1974-75)
Area A	886	1,380	1,536
Area B	946	1,525	1,830
Area C	760	1,240	1,460
Area D	1,929	2,895	3,210

The inclusion of students from Sand Springs in Area A would result in the following totals for the three years above: 1,076; 1,670; 1,846. If included in D, the results would be as follows: 2,119; 3,183; 3,220.

TULSA COUNTY AND SURROUNDING AREA



FULL-TIME STUDENTS (Estimate)

AREA	INITIAL YEAR 1970-71	SECOND YEAR 1971-72	FIFTH YEAR 1974-75
Area A	450	702	782
Area B	574	924	1,104
Area C	441	705	925
Area D	1,122	1,683	1,693

The inclusion of students from Sand Springs in Area A would result in the following totals for the three years above: 550; 852; 942. If included in D, the results would be as follows:1,222;1,833; 1,853. Utilizing these same estimates, the projected enrollment for the entire Tulsa area can be determined.

In 1968, 5,503 Tulsa County students graduated from high school. At the present rate of increase, by 1970 approximately 6,225 students will graduate from Tulsa County high schools and approximately 4,200 (67.6 percent) will attend college. Of this number, approximately 1,850 (43.8 percent) will likely attend the Tulsa Junior College, according to the results obtained by questionnaire. Approximately 370 (20 percent) additional students can be expected from the reservoir of recent high school students and approximately 750 (33.3 percent) adults will probably attend, bringing the expected enrollment for the initial year of operation to approximately 3,000.

The enrollment projection for the second year of approximately 4,700 takes into account the fact that approximately one-half of the first year students will return for a second year and that the number of first-year students will increase by approximately 200 (6.2 percent).

The fifth year enrollment projection figure of 6,000 reflects an estimated 26 percent high school graduate increase for the period between 1972 and 1975.

FULL-TIME-EQUIVALENT STUDENTS (Single-Campus Estimate)

AREA	INITIAL YEAR 1970-71	SECOND YEAR 1971-72	FIFTH YEAR 1974-75
Tulsa	3,000	4,700	6,000

The above estimates are predicated upon normative data based on the assumption that the institution will operate from a single campus location. It is believed that when educational opportunities are offered on multiple campuses, the projected enrollment should be increased by approximately 25 percent for each stage of development, as follows:

FULL-TIME-EQUIVALENT STUDENTS (Multi-Campus Estimate)

AREA	INITIAL YEAR 1970-71	SECOND YEAR 1971-72	FIFTH YEAR 1974-75
Tulsa	4,000	5,875	7,500

The data presented in this chapter suggests that the rate of population growth in Oklahoma, while continuing to be less than the national average, may show some gains in the next ten years. If these gains materialize, it will most likely be in the outside central city areas of the metropolitan centers. Tulsa County and the surrounding area will undoubtedly show a significant population increase in the next five to ten years.

Oklahoma public school attendance figures indicate a diminishing growth rate for all grades and an actual decrease for the first grade. The Tulsa Public School District estimates a decrease in total enrollment by 1971-72. Here, again, the population shift to the outside central city areas is quite evident as public school districts in Tulsa County and the surrounding area other than the Tulsa Public School District anticipate a significant increase in enrollment by 1971-72.

The percentage of Oklahoma's high school graduates going on to college will continue to increase through 1971-72. The number of students going on to college from Tulsa County and the surrounding area will increase more rapidly than for the state as a whole. The new admissions standards are expected to have a fairly significant impact on the college-going habits of students from the Tulsa County area.

Approximately 2,100 juniors from Tulsa County and the surrounding area, 43.8 percent of those students who can be expected to attend college, indicate that they would likely attend a junior college full or part-time, if it was located within commuting distance. An estimate of

potential would indicate that approximately 3,000 full-time-equivalent students from the Tulsa area could be expected to attend a junior college in its initial year and as many as 4,700 students by the second year. The potential full-time-equivalent student enrollment jumps to 6,000 by the fifth year of operation.

In the event that the decision is made to build on two campuses simultaneously, instead of locating the college on a single site, the above projections would need to be increased by approximately 25 percent at each projection stage. The first-year projection would then become 4,000, with the second and fifth-year projections becoming 5,875 and 7,500, respectively.

In the fifth year of operation, approximately 29 percent (1,740) of the enrollment of full-time-equivalent students would come from the central city area where the population is static. These students could be served now and in the foreseeable future by a single campus. Approximately 71 percent (4,260) of the enrollment of full-time-equivalent students would come from outside the central city, in those sections where a substantial growth in population is expected to occur. While a few students from these outlying areas might well attend a single junior college campus located in the central city, the majority probably would not.

The population trends and enrollment projections, as presented in this chapter, suggest the need for a junior college that would take education to the students, rather than to bring the students to a single campus for their education.

Chapter III

Economic and Sociological Trends

National and state economic and sociological trends will be described in the early part of this chapter to provide a base from which to examine detailed trends for Tulsa County and the surrounding area.

The search for training, jobs and greater economic opportunity has caused our rural population to migrate to metropolitan areas. At a National Manpower Conference in May of 1968, it was reported that today, 70 percent of America's population live on 1½ percent of the land. Unfortunately, many of those who have migrated to the cities lack the education and skills to compete in the technical labor markets where manpower is most in demand.

At the same conference, it was reported that in 1958, 45 percent of the people of this nation over 18 years of age had been born either on farms or in rural areas, but only 37 percent of them were still living in rural areas. The concentration of the Negro portion of this population is even more striking. In 1958, 54 percent of the Negroes over 18 years of age had been born either on farms or in rural areas, but only 13 percent of them were still living in rural areas.

The major part of the growth of the nation's employment opportunities will be within metropolitan areas. Employment in metropolitan areas, which in 1950 composed 60 percent of the nation's employment, will rise to 76 percent by 1975, according to recent projections of the National Planning Association.

Projections by the Massachusetts Institute of Technology indicate that although the nation's twenty-four largest Standard Metropolitan Statistical Areas are expected to experience a 43 percent growth in employment between 1963 and 1985, the central cities of these areas are expected to have an employment gain of only 9 percent. Employment projections in the areas of manufacturing and wholesale and retail trade indicate absolute declines for central cities. The trends show increasing employment opportunities in blue collar and sales jobs in suburban areas, accompanied

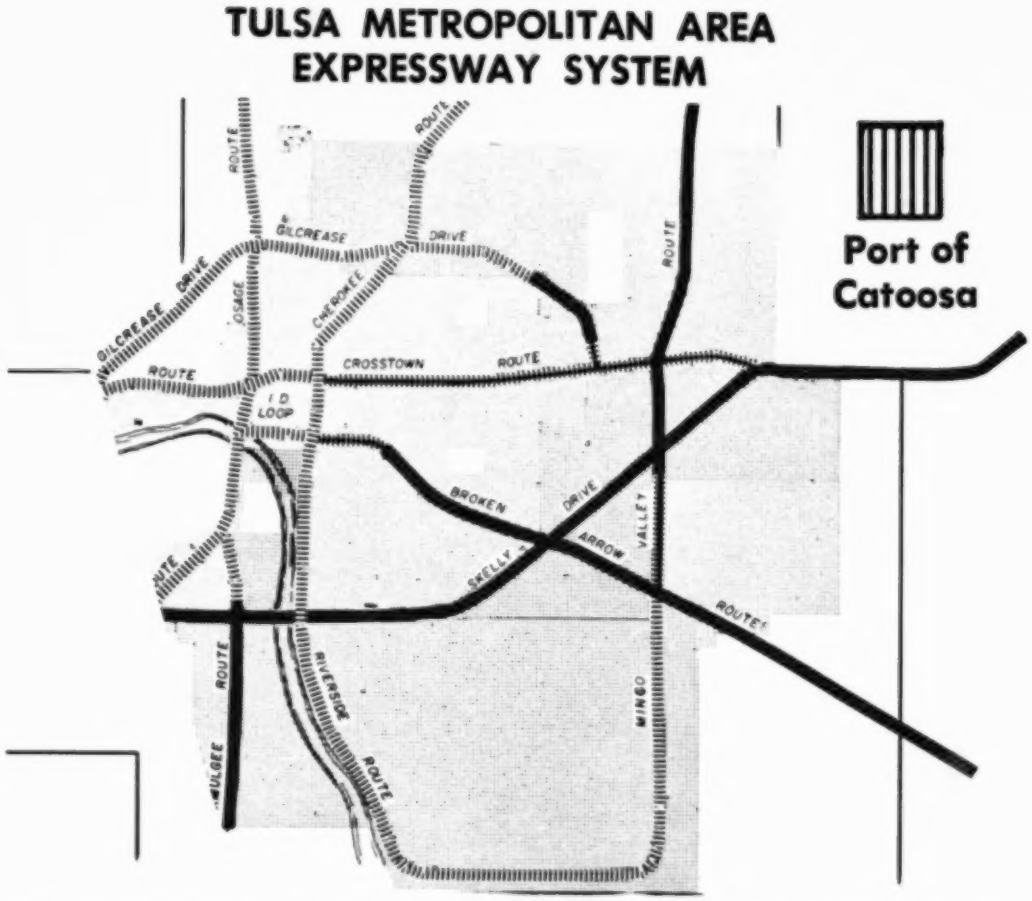
by the decline of these opportunities in the central city and a shift in central city employment to office occupations.

A 1968 report of the President's Council of Economic Advisors points out that technological changes in the movement of materials and power by trucks, pipelines and coordinated electric power grids have reduced the advantage of potential manufacturing sites in large metropolitan centers. As a result, the location of industry is increasingly determined by factors such as relative wage rates, labor availability, local taxes, climate and land costs. Because of this, the western states (26 percent gain) and the south (33 percent gain) have experienced relatively large gains in manufacturing jobs as compared with an 11 percent increase for the nation.

The metropolitan centers of Oklahoma will undoubtedly be affected by this shift. The proposed Port of Catoosa and the Tulsa Metropolitan Area Expressway System increase the prospects for industrial growth in the Tulsa area. Oklahoma Employment Security Commission figures show the Tulsa area can expect continued increases in the area of wholesale trade and retail sales and in the effective buying income of its population. The largest numerical gains, through 1972, will occur in manufacturing, service, and trade. The most rapid growth will occur in finance, insurance and real estate followed by construction, and then manufacturing.

Coupled with the increase in industry is the need for an increased labor supply. Projections presented by the Manpower Report of the President, 1963, show a 31 percent increase for the nation in the major occupational areas from 1960 to 1975.

In 1964, the Oklahoma Employment Security Commission projected a rise in the rate of Oklahoma's non-farm employment at about the same rate as the national average over the period of 1963 to 1975. The greatest changes are projected for the following occupational groups: professional, technical, semi-skilled, skilled, clerical and sales. Employment growth, as related to occupational groups, shows the largest numerical change will be in the professional, technical and managerial category. This group will add 6,803 jobs between 1967 and 1972. Some 5,133 more jobs



will be available in the clerical area and 4,481 additional positions in the machine trades. The largest percentage growth is projected for machine trades and bench work.

These figures are compounded by a definite trend toward requiring greater amounts of education for initial entrance into the job market.

Because of the continued shift of population and industry to the metropolitan suburban areas, Tulsa County and the surrounding areas will experience a growth in employment far above that for the state as a whole.

In general, the economic and sociological trends of the nation apply both to the state and to Tulsa County, but for a more precise picture of the Tulsa area, additional information about each high school attendance area is presented. The figures which follow were obtained through a questionnaire, administered to junior students of Tulsa County and the surrounding area, in October of 1968.

CHARACTERISTICS OF STUDENTS LIKELY TO ATTEND JUNIOR COLLEGE, BY SCHOOL

School	Sex		Years in Neighborhood		Race					Family Status					Average Income Range of Parents	
	Male	Female	3 years or less	4 years or more	Ind.	Cau.	Negro	Orien.	Other	Living with Both P.	One P.	Guard.	Rel.	Other		
Central	53.5	46.5	39.8	60.2	11.7	53.7	29.4	0.4	4.8	66.5	27.9	2.8	1.6	1.2	$8,000—$9,999	
East Central	54.4	45.6	47.4	52.6	9.7	85.0	0.9	0.9	3.5	87.6	7.9	0.9	1.8	1.8	10,000—14,999	
Edison	51.4	48.6	36.5	63.5	10.2	84.7	0	0	5.1	76.0	18.3	1.9	1.9	1.9	10,000—14,999	
Hale	54.1	45.9	35.0	65.0	9.3	89.7	0	0	1.0	86.3	11.2	1.0	0.5	0.5	10,000—14,999	
McLain	41.3	58.7	31.9	68.1	20.9	57.5	16.4	0	5.2	78.8	16.4	1.8	1.2	1.8	8,000— 9,999	
Memorial	55.2	44.8	48.8	51.2	10.3	87.1	0.9	0	1.7	85.5	13.7	0	0.8	0	10,000—14,999	
Rogers	53.4	46.6	27.9	72.1	10.2	87.3	0.9	0	1.6	77.7	19.5	0.8	1.2	0.8	8,000— 9,999	
Washington	51.6	48.4	32.8	67.2	0.8	0	97.6	0	1.6	41.4	46.9	5.5	3.9	2.3	4,000— 5,999	
Webster	54.7	45.3	22.1	77.9	6.2	85.0	1.3	0	7.5	84.7	14.1	1.2	0	0	10,000—14,999	
Sand Springs	58.8	41.5	26.1	73.9	14.2	72.6	8.8	0	4.4	81.2	12.8	1.7	2.6	1.7	8,000— 9,999	
Broken Arrow	58.5	41.5	32.2	67.8	5.4	90.2	0	0.8	3.6	78.6	13.7	0.9	5.1	1.7	10,000—14,999	
Bixby	68.3	31.7	48.8	51.2	7.3	92.7	0	0	0	70.7	29.3	0	0	0	10,000—14,999	
Jenks	52.9	47.1	21.6	78.4	10.0	88.0	0	0	2.0	94.1	3.9	0	0	2.0	10,000—14,999	
Collinsville	58.1	41.9	32.3	67.7	6.5	90.3	0	0	3.2	83.9	9.7	0	3.2	3.2	8,000— 9,999	
Skiatook	40.0	60.0	20.0	80.0	16.7	83.3	0	0	0	86.7	13.3	0	0	0	10,000—14,999	
Union	55.5	44.5	70.0	30.0	0	100.0	0	0	0	53.8	46.2	0	0	0	—	—
Berryhill	53.8	46.2	10.0	90.0	7.7	88.5	0	0	3.8	80.8	11.6	0	3.8	3.8	8,000— 9,999	
Owasso	51.8	48.2	48.1	51.9	0	2.3	0	0	11.5	88.9	7.4	0	0	3.7	—	—
Glenpool	71.4	28.6	14.3	85.7	0	100.0	0	0	0	100.0	0	0	0	0	—	—
Liberty Mounds	33.3	66.7	22.2	77.8	22.2	33.3	11.2	33.3	0	88.9	11.1	0	0	0	—	—
Sapulpa	58.8	41.2	26.4	73.6	15.1	68.3	10.8	0.7	5.1	80.4	16.2	0.7	2.0	0.7	8,000— 9,999	
Catoosa	47.8	52.2	31.1	68.9	31.8	59.1	0	0	9.1	80.4	13.1	0	4.3	2.2	8,000— 9,999	

The students who indicated that they would likely attend a junior college, if within commuting distance, provided information about their parent's education and their parent's desires for them to obtain further training. This information is presented on the following page.

When asked how far in school they wanted to go, these students answered as follows:

LEVEL OF EDUCATION DESIRED BY STUDENTS LIKELY TO ATTEND JUNIOR COLLEGE, BY SCHOOL

School	PROBABLY ATTEND FOR TWO YEARS OF COLLEGE WORK				PROBABLY ATTEND FOR A SPECIALIZED PROGRAM			
	Less than Bachelor's Degree		Bachelor's Degree or More		Less than Bachelor's Degree		Bachelor's Degree or More	
	No.	%	No.	%	No.	%	No.	%
Central	64	26.9	63	26.5	99	41.6	12	5.0
East Central	20	18.2	41	37.3	42	38.2	7	6.3
Edison	16	16.3	40	40.8	30	30.6	12	12.3
Hale	46	24.1	81	42.4	48	25.1	16	8.4
McLain	41	31.8	34	26.4	48	37.1	6	4.7
Memorial	29	24.6	56	47.4	27	22.9	6	5.1
Rogers	61	24.8	91	37.0	79	32.1	15	6.1
Washington	35	28.5	25	20.3	44	35.8	19	15.4
Webster	18	22.8	20	25.3	34	43.0	7	8.9
Sand Springs	31	27.2	25	21.9	50	43.9	8	7.0
Broken Arrow	26	22.6	39	33.9	45	39.2	5	4.3
Bixby	8	20.5	16	41.0	15	38.5	0	0.0
Jenks	10	20.8	15	31.3	18	37.5	5	10.4
Collinsville	8	27.6	12	41.4	6	20.7	3	10.3
Skiatook	4	13.3	7	23.3	17	56.7	2	6.7
Union	1	16.7	0	00.0	5	83.3	0	0.0
Berryhill	13	52.0	4	16.0	7	28.0	1	4.0
Owasso	9	33.4	8	29.6	7	25.9	3	11.1
Glenpool	2	20.0	3	30.0	4	40.0	1	10.0
Liberty Mounds	0	00.0	2	33.3	4	66.7	0	0.0
Sapulpa	43	30.1	34	23.8	58	40.5	8	5.6
Catoosa	12	26.1	17	37.0	16	34.8	1	2.1
Total	497	25.2	633	32.1	703	35.7	139	7.0

PARENT'S EDUCATION AND DESIRES FOR STUDENTS LIKELY TO ATTEND JUNIOR COLLEGE, BY SCHOOL

School	Percent of Fathers High School Graduate or Less	Percent of Mothers High School Graduate or Less	Percent of Parents Who Want Children To Attend College or Training Program		
			Definitely	Probably	Uncertain
Central	76.1	83.8	64.9	25.1	8.0
East Central	70.8	75.7	74.3	19.5	5.3
Edison	28.6	44.0	76.9	16.3	5.8
Hale	43.0	64.9	76.7	19.0	4.9
McLain	79.4	79.9	71.0	19.6	6.7
Memorial	31.9	45.3	79.2	13.6	6.4
Rogers	72.1	79.2	70.5	21.3	5.8
Washington	84.3	85.0	66.4	21.6	9.6
Webster	83.5	89.5	59.3	22.1	17.4
Sand Springs	79.5	85.2	68.7	20.9	8.7
Broken Arrow	70.3	81.6	76.1	15.4	7.7
Bixby	80.5	87.2	78.0	17.1	2.4
Jenks	68.6	74.5	74.0	20.0	6.0
Collinsville	75.8	87.1	80.7	16.1	3.2
Skiatook	93.1	84.6	70.0	20.0	10.0
Union	75.0	72.7	55.6	44.4	11.1
Berryhill	84.6	76.9	69.2	19.2	11.5
Owasso	77.8	85.2	63.0	22.2	7.4
Glenpool	100.0	100.0	71.4	14.3	14.3
Liberty Mounds	100.0	100.0	44.4	33.3	22.2
Sapulpa	81.6	89.0	65.8	24.0	9.6
Catoosa	84.8	88.9	75.6	22.2	2.2

Information concerning the occupational status of the fathers of students who indicated that they would likely attend a junior college is presented below. Some 67.2 percent of the students' fathers are involved in six occupational categories: business, engineering, military, skilled labor, semi-skilled labor and unskilled labor.

FATHER'S OCCUPATION — STUDENTS LIKELY TO ATTEND JUNIOR COLLEGE

School	Artist (Performer)		Businessman		Clergyman		College Teacher		Doctor (MD or DDS)		Educator (Secondary)		Elementary Teacher		Engineer		Farmer or Rancher	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Central	0	1	20	13	2	0	0	0	1	0	0	0	0	0	6	11	1	1
East Central	1	0	13	14	1	0	0	0	0	1	0	0	1	0	7	6	0	0
Edison	0	0	16	18	0	0	0	0	6	3	1	0	0	0	9	7	0	0
Hale	1	0	36	34	2	0	0	0	1	3	0	0	0	0	11	13	0	0
McLain	0	0	7	6	2	1	0	0	1	0	0	0	0	0	6	4	0	0
Memorial	0	0	20	23	0	0	0	0	0	0	0	0	0	0	14	9	0	0
Rogers	6	5	15	11	0	0	0	1	0	0	1	0	0	0	15	9	1	0
Washington	2	0	7	5	1	0	0	0	0	0	0	0	0	0	7	5	1	1
Webster	0	0	7	5	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Sand Springs	0	0	6	4	0	0	0	0	0	0	0	0	0	0	3	2	0	1
Broken Arrow	0	0	15	8	0	1	0	0	0	0	0	2	0	0	9	4	0	0
Bixby	0	0	6	0	0	0	0	0	0	0	0	0	0	1	2	0	10	1
Jenks	0	1	4	3	0	0	0	0	0	1	0	0	0	0	3	3	0	1
Collinsville	0	1	2	3	0	0	0	0	0	0	0	0	0	0	1	1	0	1
Skiatook	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Union	0	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Berryhill	0	0	7	11	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Owasso	0	0	1	2	0	0	1	0	0	0	0	0	0	0	2	2	0	1
Glenpool	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Liberty Mounds	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Sapulpa	0	0	10	6	0	0	0	0	0	0	0	0	2	0	5	1	0	0
Catoosa	0	0	2	3	0	1	0	1	0	0	0	0	0	0	3	3	2	2
Totals	10	8	207	174	8	3	1	2	11	8	2	2	3	1	103	80	15	11

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FATHER'S OCCUPATION — STUDENTS LIKELY TO ATTEND JUNIOR COLLEGE

School	Farmer-Proprietor		Farmer		Laborer (Farm)		Laborer (Non-Farm)		Skilled Worker		Semi-Skilled Worker		Unskilled Worker		Professional		Other	
	No.	Y	No.	Y	No.	Y	No.	Y	No.	Y	No.	Y	No.	Y	No.	Y	No.	Y
Central	2	0	0	0	0	0	0	0	41	33	10	6	3	4	6	3	28	34
East Central	0	0	0	0	0	0	0	0	19	9	12	6	0	0	0	2	14	19
Edison	0	0	0	0	0	0	0	1	5	4	1	0	0	0	0	1	14	14
Hale	0	0	0	0	2	0	0	0	19	13	3	1	0	0	0	0	27	22
McClain	0	0	0	1	0	1	0	1	36	22	4	0	1	1	0	1	14	20
Memorial	1	1	2	0	2	1	1	0	6	3	1	2	0	0	0	0	9	12
Rogers	0	0	0	1	1	1	1	0	53	47	9	1	0	0	2	1	29	22
Washington	0	0	1	1	0	2	0	1	16	15	6	4	0	2	0	0	9	11
Webster	1	0	0	0	1	0	1	0	20	11	5	4	1	2	0	0	11	11
Sand Springs	0	0	0	0	2	1	0	0	14	7	2	0	2	2	0	0	8	10
Broken Arrow	0	1	0	0	10	4	0	1	0	0	0	0	0	2	0	0	9	4
Bixby	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	1	4	1
Jenks	0	0	0	0	0	0	0	0	0	10	0	0	0	0	0	0	0	0
Collinsville	1	0	0	0	0	0	0	0	7	0	1	1	0	0	1	0	0	2
Skiatook	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
Union	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Berryhill	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Owasso	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Glenpool	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Liberty Mounds	0	0	0	0	0	0	0	0	3	0	2	0	0	0	0	0	1	1
Sapulpa	0	0	0	0	0	0	0	0	37	20	7	2	0	1	0	0	20	20
Catoosa	0	0	0	0	0	0	0	0	7	0	0	0	0	0	1	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

A comparison of those students who would probably attend a junior college with those who probably would not attend, or are uncertain, is presented in profile form.

Student Likely to Attend	*Student Not Likely to Attend*
Male	Female
Lives with both parents	Lives with both parents
Father is high school graduate	Father is high school graduate
Mother is high school graduate	Mother is high school graduate
Caucasian	Caucasian
Father is a skilled laborer	Father is a businessman
Family income around $10,000	Family income around $15,000
Parents want them to attend college	Parents want them to attend college
Wants occupational training	Wants bachelor's degree
Planned to attend private business or technical school	Planned to attend a state university

The student profiles differ as to sex, father's occupation, family income, education desired and the type of institution the student had planned to attend. Many of the students who indicated on the questionnaire that they probably would not attend, plan to attend some other type of college. As indicated above, the typical student plans to attend a state university.

Further analysis of the characteristics of students who are likely to attend a Tulsa junior college, if within commuting distance, is made concerning the four geographic divisions described in Chapter II.

Area A (*Bixby, Ienks, Berryhill, Glenpool, Liberty Mounds, Sapulpa, Webster*): The students from this area who are likely to attend a Tulsa junior college can be described as follows: 58.3 percent boys and 31.7 percent girls; 74.2 percent have lived in the neighborhood for four years or more; 10.8 percent are Indian, 79.0 percent Caucasian, 4.8 percent Negro, 0.1 percent Oriental, and 4.3 percent other; 82.8 percent are living with both of their parents; 81.1 percent of their fathers and 86.3 percent of their mothers have not gone beyond high school graduation; and the students

indicate that 88.5 percent of their parents probably or definitely want them to attend college or some other post-high school training.

Area B (*Broken Arrow, Union, Memorial, East Central*): The students from Area B who are likely to attend a Tulsa junior college can be described as follows: 56.0 percent boys and 44.0 percent girls; 58.9 percent have lived in the neighborhood for four years or more; 8.3 percent are Indian, 87.7 percent Caucasian, 0.6 percent Negro, 0.6 percent Oriental, and 2.9 percent other; 83.0 percent are living with both of their parents; 58.3 percent of their fathers and 66.2 percent of their mothers have not gone beyond high school graduation; and the students indicate that 93.0 percent of their parents probably or definitely want them to attend college or some other post-high school training.

Area C (*Collinsville, Skiatook, Owasso, Catoosa, McLain*): The students from this area who are likely to attend a Tulsa junior college can be described as follows: 44.9 percent boys and 55.1 percent girls; 67.9 percent have lived in the neighborhood for four years or more; 18.7 percent are Indian, 67.0 percent Caucasian; 8.8 percent Negro, 0.0 percent Oriental, and 5.6 percent other; 71.4 percent are living with both of their parents; 81.0 percent of their fathers and 82.9 percent of their mothers have not gone beyond high school graduation; and the students indicate that 92.9 percent of their parents probably or definitely want them to attend college or some other post-high school training.

Area D (*Central, Washington, Rogers, Hale, Edison*): The students from Area D who are likely to attend a Tulsa junior college can be described as follows: 63.1 percent boys and 36.9 percent girls; 65.8 percent have lived in the neighborhood for four years or more; 9.1 percent are Indian, 66.4 percent Caucasian, 21.7 percent Negro, 0.1 percent Oriental, and 2.7 percent other; 71.5 percent are living with both of their parents; 63.6 percent of their fathers and 74.3 percent of their mothers have not gone beyond high school graduation; and the students indicate that 92.4 percent of their parents probably or definitely want them to attend college or some other post-high school training.

As mentioned before, the occupational categories involving 67.2 percent of fathers are: business, engineering, military, skilled labor, semi-

skilled labor and unskilled labor. A rank-ordering of these six occupations, by geographic areas is presented below.

Area A	*Area B*	*Area C*	*Area D*
Skilled Labor	Business	Skilled Labor	Skilled Labor
Business	Engineering	Business	Business
Semi-Skilled Labor	Skilled Labor	Semi-Skilled Labor	Engineering
Engineering	Military	Engineering	Semi-Skilled Labor
Military	Semi-Skilled Labor	Unskilled Labor	Unskilled Labor
Unskilled Labor	Unskilled Labor	Military	Military

The chart below provides information, by area, about the level of education desired by these students.

	PROBABLY ATTEND FOR TWO YEARS COLLEGE WORK		PROBABLY ATTEND FOR A SPECIALIZED PROGRAM	
AREA	LESS THAN BACHELOR'S DEGREE	BACHELOR'S DEGREE OR MORE	LESS THAN BACHELOR'S DEGREE	BACHELOR'S DEGREE OR MORE
Area A	27.9	39.4	26.5	6.2
Area B	21.8	34.1	39.0	5.1
Area C	28.4	36.0	29.9	5.7
Area D	24.8	33.5	33.5	8.2

The data presented in this chapter suggests a continuation of the population shift to metropolitan suburban areas, especially by Negroes in search of employment opportunities.

Technological changes in the movement of materials and power have caused a relocation of industry away from the large metropolitan centers of the East to the developing metropolitan areas of the South and West.

The Tulsa area will, of course, be affected significantly. As industry expands into the metropolitan suburbs of Tulsa, the shortage of labor will become more acute and the demands for training will increase sharply.

An analysis of the characteristics of students who are likely to attend a Tulsa junior college, if within commuting distance, suggests the following: more boys than girls will likely attend a junior college; at least two-thirds of these students have lived in their present neighborhood for four years or more; the majority are Caucasian, but a significant number of Negroes and Indians would attend; more than three-fourths of these students live with both of their parents, the vast majority of whom did

not go beyond high school graduation, but want their children to attend college or some other post-high school training.

Some 67.2 percent of the fathers of those who are likely to attend a Tulsa junior college are employed in the following occupational categories: business, engineering, military, skilled, semi-skilled and unskilled labor.

A profile comparison of those who would likely attend a junior college with those who would probably not attend shows difference as to sex, father's occupation, family income, education desired and the type of institution the student has planned to attend.

An examination of data concerning the four geographic areas of Tulsa County and the surrounding area suggest some distinct differences:

> Areas A, B and D show a greater percent of boys than girls, but Area C has more girls (55.1 percent) than boys (44.9 percent).
>
> All areas have a significant percent of Indians, but only Areas C and D show a significant percent of Negroes.
>
> The occupations of fathers vary slightly according to area, with Area B having a larger percent involved in business and engineering and a smaller percent in skilled and semi-skilled labor than the other areas.
>
> The majority of students from all four areas, who are likely to attend a Tulsa junior college, do not plan to seek a level of education beyond the two-year college program.

The economic and sociological trends presented in this chapter reenforce the conclusions drawn from Chapter II. Population and industrial growth will occur in the area outside of the central city. Tulsa's Metropolitan Area Expressway System will provide access to the central city, and will also accelerate the suburban growth of both industry and labor. The Port of Catoosa will also attract people and industry away from the central city.

The need for a junior college that will take education to the students of the Tulsa County and surrounding area is strongly suggested. Programs should be developed which recognize the fact that the majority of their prospective students (60.9 per cent) will not seek a bachelor's degree, a sizeable percentage of whom will want specialized occupational training. The curriculum should reflect the vibrant heart of the city and should take advantage of the billion dollar laboratory which is available in the form of existing community resources.

Chapter IV

Criteria for Site Selection and Development

The Second Session of the Thirty-First Oklahoma Legislature authorized the Oklahoma State Regents for Higher Education to establish a new junior college in Tulsa County, ". . . if provision is made locally for the donation, to the State of Oklahoma, of a suitable site for the college . . ." (O.S. Supp. 1968, Title 70, Section 4413). In view of the fact that the establishment of the new institution is contingent upon the local community's donation of a suitable site, it is thus encumbent upon the State Regents to develop criteria and standards which will define what is meant by the term "suitable site," in order that the local citizenry may have proper guidance in seeking out possible locations which will satisfy the intent of the law regarding suitability.

It will therefore be the purpose of this chapter to review the factors which must be considered in the selection of a site for a junior college, and to arrive at a set of criteria by which the suitability of alternative sites may be judged.

Decisions Affecting Site Selection

In order that meaningful decisions may be made with regard to the selection of a site for a junior college, it is necessary that a number of basic factors be considered and that certain decisions be made prior to the selection process. Prior consideration must be given to the social purposes or functions which the institution is expected to serve and how these functions might be carried out, as well as to the kinds of students who are expected to be enrolled. These decisions will in turn determine the content, methodology, and scope of the educational program. Also, it is mandatory that the potential number of students to be served and their location within the service area be ascertained, which will help to determine whether the program should be taken to the student or whether the student should come to the program. If it has been determined that the institution should operate initially from a single campus, then a prior decision must be made with regard to the maximum number of students which the initial plant is designed to serve. On the other hand, if it has been determined that

the program should be taken to the student and that the institution will operate initially on multiple campuses, then a prior decision must be made with regard to the maximum number of students which each plant is designed to serve.

Following the determination of basic purposes, functions, and broad educational programs of the proposed institution, and after the decision has been made as to whether there should be one or multiple campuses, then the determination of criteria for selection of the site would logically be considered.

Criteria for Site Selection

A review of the literature concerning criteria for site selection reveals that the following items are among those commonly accepted by authorities in the field: location, accessibility, size and configuration, availability of utilities and services, topography and soils, and cost. These criteria will be discussed individually in the paragraphs to follow.

Location. —Goethe, the German philosopher and poet, set up some guideposts for use in planning architectural structures when he wrote, "Three things are to be looked to in a building: that it stand on the right spot; that it be securely founded; and that it be successfully executed." This is particularly true of institutions such as public junior colleges, which seek to serve the comprehensive needs of the total community for two-year, post high school education.

Ideally, a junior college should be situated where the greatest number of people can take the fullest advantage of its program. In the event that the institution is to operate on a single campus, the location should be roughly in the center of the population and in a position to take maximum advantage of the resources of the community. The physical environment of the locale should be attractive, near such community facilities as a park, a civic center, a hospital or other such community asset. The proposed site should fit into the community's long-range development plans in order to take advantage of business and industrial growth and at the same time be protected from undue industrial odors, noises, or waste disposal facilities.

In every community there is probably an ideal spot for a junior college; however, it may be that this location has already been preempted by another institution or agency. Even so, there undoubtedly remain a number of acceptable sites with each having its own strengths and weaknesses. The task of those charged with the identification and recommendation of the site is therefore to choose from among the available locations the one or ones with the greatest number of advantages and the least number of disadvantages.

Accessibility. — Closely allied with location as a factor in site selection is the criterion of accessibility. An institution might well be located in the geographic heart of the community, and yet be ill-situated in terms of accessibility. A commuter college should consider carefully the problems involved in matters such as student driving time, traffic patterns on the major arteries leading to and from the institution, the likelihood of traffic congestion in the immediate vicinity, and the like. Site size and configuration is also important with regard to accessibility, since a large, rectangular pattern offers more promise for ease of ingress and egress than a smaller or less conventional site design

Those responsible for site identification should test each possible location in terms of whether the placement of an institution in that area might seriously hamper or overload the nearby streets and highways, or whether the present system would be adequate to handle the additional load brought about by several thousand additional automobiles in the area. Also, the driving time for various classes of commuters by geographic origin should be plotted in order that the most efficient use might be made of students and institutional employees time. In addition, the property should be carefully analyzed to ascertain possible points of vehicular ingress and egress. Another point to be considered is the accessibility to students and faculty of community resources vital to the execution of the program.

Size and Configuration. — Although perhaps not as important as the location of an institutional site, the size and configuration of the proposed site must be given special consideration in its final determination. The size and configuration of a site usually determine the architectural

style and mode of the institution: A small site, or one which is odd in shape, may dictate that the campus be high-rise in character, whereas a larger, more conventional piece of land may call for the use of a continuous-flow pattern on a lower visual plane. Most authorities will agree that there is no definitive size for a campus; however, there is general agreement that there is probably a minimum size below which a *conventional* comprehensive institution cannot function effectively.

The amount of land needed for the location of an institution is at least partially dependent upon whether it be placed in an urban or suburban setting. Public junior college agencies in some states have developed dual criteria for the selection of institutional sites, depending upon the setting. For the urban location, it is generally recommended that a minimum of 40 acres be acquired, as compared with a minimum of 90 acres for a suburban or rural campus. These figures, of course, apply only to a conventional institution. An institution whose program is unconventional or highly experimental might need more or less space, depending upon the peculiar nature of its task and methodology of instruction.

Finlay and Lahti have suggested the following pattern for a site with a potential Full-Time-Equivalent enrollment of 5,000, with alternate criteria for urban and suburban sites.[1]

Area Required for 5,000 FTE Campus

	URBAN (Acres)	SUBURBAN (Acres)
Academic	8 - 10	30 - 37
P.E. fields and courts	5 - 14	15 - 30
Parking and drives	13 - 20	25 - 35
Open Space	5 - 6	20 - 48
TOTAL	30 - 50	90 - 150

It should be emphasized that the size of a campus is dependent upon a great number of factors, including institutional purpose and function, scope of educational program, the extent to which technology is to be used in the instructional program, location, size of the student body, whether or not the college accepts responsibility for student parking, and

[1]Louis E. Finlay and Robert E. Lahti, "The Demands of Effective Site Selection," from *A Primer for Planners*, American Association of Junior Colleges, 1967, p. 29.

like factors. In the determination of optimum size, therefore, it is necessary that those responsible for acquisition of a site be cognizant of the constraints imposed by the educational planners. Finally, it has been the universal experience of institutions that land can never be acquired as reasonably as at the time of initial purchase, and it is therefore good business to plan initially for institutional expansion.

Availability of Utilities and Services. – A study in some depth must be undertaken to ascertain the availability of utilities and other services with relaiton to the institutional site. The nearness of adequate water lines, electrical power, gas lines, sanitary sewers and drainage systems is an important consideration both with regard to convenience and developmental costs.

Also, the site should be easily accessible to police, fire, and safety officials. Otherwise, the institution may be required to add expensive personnel and equipment to overcome the lack of protection usually provided under the auspices of municipal or state government.

Topography and Soils. – The topographical layout of the proposed institutional site should be analyzed carefully in order to forestall potential architectural, engineering, and health problems, as well as to facilitate such functions as landscape design. A site with gentle, rolling terrain, traversed by a small stream and partially covered by trees will help both institutional architects and landscape designers to create a beautiful and functional learning environment. A site which is too flat and devoid of natural beauty may not only create drainage problems, but also will probably be more expensive to landscape.

The type and condition of the soils and underlying strata are also important, not only in terms of potential development costs, but in relation to health and safety as well. The facts regarding these conditions will probably be familiar to architects, engineers, and construction firms in the community, but in case there exists a serious question in this regard, detailed analyses should be undertaken before the final site selection is made.

Cost. – In arriving at the relative costs of competing institutional sites, both the cost of acquisition and the cost for development of the

property should be computed. The initial cost of a potential location might well be greater than that of an alternate site, but overall cost for the latter might be greater because of the necessity for clearing, draining, grading, filling, foundation shoring, and the like. Therefore, both initial and developmental costs should be considered as a part of the total site cost.

Evaluation of Alternate Sites

Those involved in the identification of potential sites should establish a system of evaluation in order to discriminate among the competing locations. A single system to evaluate both urban and suburban sites probably would not be possible, but the basic criteria to be considered would be the same. Finlay and Lahti suggest that several criteria be identified as the basis for evaluation—criteria such as size, location, accessibility, and the like. In the Finlay-Lahti system each of the criteria is assigned a rating on a point scale ranging from 1 to 10. In such a system, a rating of 1 or 2 on a given criterion (accessibility, for example) would be interpreted as poor, whereas a rating of 5 or 6 would be adequate, and a rating of 8 or 9 would be excellent.

Provided that six criteria (the number suggested in the present report) are to be used as the basis for evaluation, the total number of points a given site could score would be 60. It would be expected that the scores for acceptable sites would probably range from 35 to 45 points, with the sites scoring below that range being eliminated from further consideration. When all sites have been scored, the totals for each site would be placed in rank order with the site scoring highest usually being considered the superior choice among those being rated.

Following the identification of two or more potential sites by those in the local community, the proposed locations should then be evaluated independently by knowledgeable experts from outside the immediate area, in order that a disinterested and non-partisan viewpoint might be brought to bear upon the ultimate decision to locate. Such a procedure has proved helpful in other states, and usually results in a better and more acceptable campus location.

Chapter V

Operating Budget Requirements

The Constitution of Oklahoma provides that the Oklahoma State Regents for Higher Education, the coordinating board of control for the Oklahoma State System of Higher Education, shall recommend to the Legislature the budget allocations to each institution in the State System, not only with regard to the support of the Educational and General budget, but also with respect to the need for capital improvements. Because the new Tulsa Junior College was created by the 1968 Oklahoma Legislature as a fully state-supported institution, it is encumbent upon the State Regents to study both the current operating and capital improvements needs of the institution—both short-range and long-term—for subsequent recommendation to the Legislature.

This chapter will be devoted to the development of a current operating budget program for the new Tulsa Junior College, beginning with the Fiscal Year 1970-71, the initial year of proposed operation. It is hoped that the estimate of needs presented here can be used not only by the State Regents in preparing their presentation to the 1970 Oklahoma Legislature, but also that the results will prove helpful to the Board of Regents and administration of the new Tulsa Junior College in the development of its detailed Educational and General operations budget. It should be emphasized that the data contained in Chapter V will not be the basis for the State Regents' request to the 1970 Legislature; instead, the data contained herein will be updated and revised prior to that time.

Developing Budget Estimates

Since the Tulsa Junior College will be "an integral part" of the State System, it would follow logically that the operating budget needs of the institution should be defined in the same manner as those of other two-year institutions in the State System. However, because the formula approach used by the State Regents in the past to develop the current operating budget needs of institutions for presentation to the State Legislature is currently

under review—and is almost certain to be revised prior to the 1970-71 Fiscal Year—the estimate of needs contained in this report will be based on a more simplified approach. First, the number of dollars-per-FTE student in the two-year colleges of the State System will be calculated for the current fiscal year. The resulting statistic will then be updated to approximate the number of dollars-per-FTE student expected to be required in the state-supported two-year institutions by 1970-71. This updated statistic will then be multiplied by the number of projected full-time-equivalent students expected to be enrolled at the Tulsa Junior College in the 1970-71 fiscal year. The resulting product will comprise the estimated number of dollars needed by the Tulsa Junior College for current operations during the 1970-71 fiscal year.

Two-Year College Budgets

For the current fiscal year, 1968-69, two-year institutions in the State System enrolled a total of 6,419 full-year, full-time-equivalent students, not including enrollments at the Oklahoma State University Technical Institutes located at Okmulgee and Oklahoma City. The two-year colleges budgeted a combined total of $4,491,321 for Educational and General purposes for 1968-69, a budgeted expenditure of $700 per FTE student. Of this amount, approximately 67 per cent was derived from direct state appropriations, and 33 per cent from student fees and other non-state appropriated income.

Expenditures per full-time-equivalent student at two-year institutions in the State System have risen from an actual figure of $580 in 1965-66 to a budgeted figure of $700 in 1968-69. Thus, there has been an average annual increase of $30 per full-time-equivalent student over the past four years. If the same average annual rate of increase is maintained through the 1970-71 fiscal year, the average expenditure per FTE student for the two-year colleges of the State System will be $760. It is recognized that $760 per FTE student is not an optimum figure, but a realistic approximation of what is likely to occur in the light of recent experience.

Projection of FTE Students

Chapter II of this report sets out the projected headcount and full-time-equivalent enrollments at Tulsa Junior College for the years 1970-71, 1971-72, and 1974-75. This chapter will be concerned only with the projected FTE enrollment at the institution for the 1970-71 fiscal year. For that enrollment period, a total of 4,000 full-time-equivalent students is projected to be enrolled, provided that a multiple-site approach is adopted for the location of the institution. In the event that the decision is made to locate on a single site, then a projection of 3,000 FTE would appear to be reasonable. However, for purposes of projecting institutional needs for current operating funds, a more conservative approach would appear to be in order, since there is no guarantee that all of the campus facilities necessary for the achievement of the maximum enrollment projections would be available for the initial year. Therefore, 2,700 students is the figure being used in this chapter for a single-site projection, and 3,700 for a multi-campus operation.

Estimated E&G Budget

When the full-time-equivalent enrollments as projected above for the Tulsa Junior College are multiplied by the dollars-per-FTE student statistic previously arrived at in this chapter, the resulting calculations comprise the estimated alternative budget needs of the institution for the 1970-71 fiscal year.

Estimated Educational and General Budget Needs for Tulsa Junior College, 1970-71

	No. OF FTE STUDENTS	DOLLARS PER FTE STUDENT	TOTAL E&G BUDGET NEEDS	FROM STATE APPROPRIATIONS	FROM STUDENT FEES & OTHER
(Single Site)	2,700	$760	$2,052,000	$1,375,000	$677,000
(Multiple Site)	3,700	$760	$2,812,000	$1,884,000	$928,000

It should be emphasized that the above calculations of need are based upon gross data projected two years into the future, and are thus not as precise as will be the final projection of need which the State Regents will present to the Second Session of the Thirty-Second Oklahoma Legislature in January of 1970. By that time, an updated projection of

both full-time-equivalent enrollment and educational program needs will have been made, which should allow for more refined estimates than those presented here. However, it is believed that the current projections will provide the State Regents, the Legislature, and officials of the Tulsa Junior College with adequate planning information pending the outcome of more detailed studies of institutional need.

Chapter VI

Physical Plant Requirements

The Constitution of Oklahoma provides that the Oklahoma State Regents for Higher Education shall recommend to the Oklahoma Legislature the budget allocations to each institution in The Oklahoma State System of Higher Education, not only with regard to the support of the current operating budget, but also with respect to the need for funds to underwrite capital improvements. Because the new Tulsa Junior College was created by the 1968 Oklahoma Legislature as "an integral part" of the State System, it is encumbent upon the State Regents to study both the current operating and capital improvements needs of Tulsa Junior College for purposes of preparing recommendations for submission to the Legislature.

It will be the purpose of Chapter VI to develop a program of projected physical plant needs for the Tulsa Junior College through the first five years of its establishment and operation. The initial portion of the chapter will be devoted to a review of the legislative processes leading to the institution's establishment, together with a description of the provisions which have been made for funding the first phase of its construction. The latter portion of the chapter will be concerned with the development of estimates of physical plant space required to accommodate the projected enrollment at the college through its first five years.

Background of Initial Funding

Senate Bill No. 493 of the 1968 Oklahoma Legislature authorized the Oklahoma State Regents for Higher Education to establish a junior college in Tulsa County " . . . if provision is made locally for the donation, to the State of Oklahoma, of a suitable site for the college, . . . " Also, the Legislature passed Senate Joint Resolution No. 52, which submitted to a vote of the people on December 10, 1968, a state building bond issue, which will provide some $4 million in state funds—to be matched by a like amount of Federal funds—for planning and constructing the Tulsa Junior College.

As a result of the people's approval of the December 10 bond issue, there will be made available for the Tulsa Junior College upwards

of $8 million in state and federal funds to underwrite the cost of the initial construction of the institution. In order that the best possible use might be made of these funds, it is necessary that careful planning go forward at both the state and institutional levels.

Projected Enrollment

Chapter II of this report indicated that the Tulsa Junior College has a potential first-year FTE enrollment of approximately 4,000, and that the potential enrollment by the fifth year of operation will be in excess of 7,000, assuming a multiple-campus approach to the location of the institution. It is likely that even a single-site location would yield a fifth-year enrollment of 6,000. However, it is the judgment of most authorities in the field of junior colleges that 5,000 students is the maximum number which should be concentrated on one campus. Therefore, 5,000 students is the planning figure that will be used for the purpose of estimating space needs.

Space Factors and Cost Estimates

The Oklahoma State Regents for Higher Education are currently involved in a ten-year capital improvements program to study the physical plant needs of institutions in the State System, and to develop plans whereby these needs are translated into brick and mortar on a systematic basis. As a result of their research, the State Regents have been able to develop a series of space factors which allow them—once enrollment projections are known—to project the physical plant space requirements for institutions by type. The space factors which will be used to project the physical plant space requirements for the Tulsa Junior College are identical with those which have been used by the State Regents to project the space needs of two-year institutions in the State System in conjunction with the ten-year capital improvements program in Oklahoma.

Basic assumptions which underly the projection of capital needs for Tulsa Junior College are as follows:

1. Land will be provided by the local jurisdiction.
2. The curriculum will include both technical and academic programs, and students will be distributed within these two programs in approximately the same manner as is currently found at Northeastern Oklahoma Agricultural and Mechanical College, a state junior college with an enrollment of approximately 2,400 in the Fall of 1968.

3. The ratio of assignable square feet (ASF) to gross square feet (GSF) will approximate that at existing state junior colleges. This ratio is presently .70.
4. Cost of movable equipment and furniture will be approximately 20 percent of construction costs.
5. Cost of non-structural improvements will be approximately 2½ per cent of construction costs.

Estimate of Space Needs for Tulsa Junior College

(Based on 5,000 Enrollment)

TYPE OF SPACE	SPACE FACTOR	ASSIGNABLE SQUARE FEET
General Classroom	— 13.0 weekly student-clock-hours per FTE enrollment, and .80 square feet per weekly student-clock-hour	52,000
Laboratory	— 4.0 weekly student-clock-hours per FTE enrollment, and 3.7 square feet per weekly student-clock-hour	74,000
Faculty Offices	— 6.25 square feet per FTE enrollment (includes office service area)	31,250
Other Instructional Space	— 15.0 square feet per FTE enrollment	75,000
Library	— 60,000 volumes with 1 square foot per 12.5 volumes (.08); 6.25 square feet per FTE enrollment; an additional 25% added for library service area	45,000
Administration	— 5.0 square feet per FTE enrollment	25,000
	Total Assignable Square Feet	302,250
	Gross Square Feet (ASF ÷ .70)	431,800

Estimate of Cost

Gross Square Feet		431,800
Estimated Construction Cost per GSF	$	22*
Estimated Construction Cost	$	9,500,000
Estimated Movable Equipment (approx. 20%)		1,900,000
Estimated Non-Structural Improvements		300,000
Total Estimated Cost (not including land)	$	11,700,000

As indicated by the preceding table showing space and cost needs, the Tulsa Junior College is projected to need approximately 475,000 gross square feet of space by 1975, at a total cost (not including land) of

*Includes architectural and other fees, and built-in equipment.

$11.7 million. The bond issue voted by the people of Oklahoma on December 10, 1968 will provide some $4 million in state funds for planning and constructing the initial phase of the five-year program. In addition, the initial project will be eligible for a maximum of $4 million in federal matching funds, which, if realized in full, will provide $8 million toward the estimated total of $11.7 million needed by 1975; also, additional funds are anticipated from other sources. It should be emphasized that the estimates arrived at in the preceding table do not include such items as a student center, cafeteria, or intercollegiate athletic facility, which items may be funded with self-liquidating financing.

It should also be pointed out that the projection of capital needs as presented here is based on normative data and thus will be subject to change as the educational programs of the Tulsa Junior College are spelled out in detail, and as these programs in turn are translated into actual space requirements. Further, it should be emphasized that the estimates used in this report are based on 1967 data, and are thus likely to understate actual costs at the time of construction by approximately 7 percent per year, compounded. It is believed that the planning figures presented here—notwithstanding the limitations noted above—will be helpful to all those who share in the responsibility for establishing and operating the Tulsa Junior College.

Chapter VII

Recommendations

Unlike most states, Oklahoma has been blessed with an abundance of higher education opportunity since territorial days. Prior to 1907, the year of statehood, a dozen public and private institutions were already functioning in what were then Oklahoma and Indian territories. By 1911, four years later, 19 public and 6 private institutions dotted the landscape. That number of institutions placed strategically throughout the various geographic areas of the state placed a college within convenient distance of almost every citizen. It is clear that the founding fathers intended to make educational opportunity available to all Oklahomans who could reasonably profit from the experience.

The year 1919 saw the creation of the last state institution to be established, Miami School of Mines, now Northeastern Oklahoma A&M College. At that time, two-thirds of Oklahoma's population was rural, and only one-third was urban. Beginning in the 1930's and 40's, there was an exodus from the farms and small towns to the cities. Today, two-thirds of all Oklahomans live in urban communities, with only one-third remaining on the farms and in the small towns. Thus, Oklahoma's early provision for comprehensive educational opportunity has been partially obviated by the shift of its population from rural to urban. The colleges and universities located near urban population centers have become inundated with students, whereas those institutions in rural areas, while continuing to grow slowly, are no longer geographically convenient to the majority of the state's young people.

It is clear that if Oklahoma citizens today are to have access to the same opportunities for higher education that were available to their parents and grandparents, new institutions must be made geographically convenient for those areas of the state containing the majority of its citizens, namely, the urban population centers. The Tulsa Junior College is the state's modern response to its historical commitment to provide educational opportunity for all its people, furnishing them with the intellectual, occupational and social skills necessary to function in today's urban, technological

society. It has been predicted that three-fourths of Oklahoma's young people will be living and working in urban population centers following their formal education and training; therefore, it would seem both reasonable and proper to provide higher education opportunity within the city for those whose lives will be invested there.

This chapter contains the recommendations growing out of a study conducted by the Oklahoma State Regents for Higher Education during the summer and fall of 1968, with the help of numerous consultants in the field of junior college planning and operation. The purpose of the study has been to develop background data, planning standards, and criteria for the formal establishment of the Tulsa Junior College. It is the hope of all who have participated that the recommendations to follow will not only help to equalize educational opportunities within the state, thereby benefiting both individuals and society alike, but will also serve as a model for planning and establishing urban junior colleges elsewhere across the state and the nation.

Recommendations

1. **It is recommended that the State Regents determine the functions of Tulsa Junior College to be those of a comprehensive junior college to serve the needs of Tulsa County and surrounding area, which functions are set forth specifically in Appendix "A" of this document.**

The community junior college is a unique social institution whose recognized mission includes the provision of low-cost, comprehensive post-high school education for all youth and adults living within commuting distance of its program and services. Dr. Edmund J. Gleazer, Executive Director of the American Association of Junior Colleges, says that "Both the aspirations of the individual and the requirements of our social and economic systems require education beyond the high school for most people."[1] The community junior college is the institution best qualified to satisfy the aspirations of individuals and meet the requirements of a modern technological society.

[1]Typescript of a speech delivered at Tulsa, Oklahoma at the Conference on Planning for the new Tulsa Junior College, December 6, 1968.

The generally accepted functions of a community junior college are:

A. To provide lower division programs of education of a college-parallel nature for those students desiring to transfer to four-year colleges and universities in pursuit of a baccalaureate or professional degree;

B. To provide one and two year programs of vocational and technical education designed to meet the needs of those who plan to seek employment immediately upon completion of their formal education and training;

C. To provide programs of adult and continuing education for those in the community whose interests might include job training, re-training, or upgrading of intellectual or cultural skills;

D. To provide general education for all students, whose purpose is to develop common understandings and to produce better citizens. Also associated with the community junior college is a comprehensive guidance program designed to meet both the personal and occupational counseling needs of students.

2. It is recommended that the State Regents adopt in principle the educational programs and courses of study set forth in broad outline form in Appendix "B", with final determination of specific educational programs to be made by the State Regents following a detailed study of needs by the administration and faculty of the Tulsa Junior College subsequent to its establishment.

As a part of their planning for the establishment of the Tulsa Junior College, the State Regents compiled a substantial amount of data with regard to the desires of students and the needs of Tulsa County for various kinds of educational programs. These data have assisted the State Regents in their setting forth of the educational programs of Tulsa Junior College in broad outline. However, there is still a need for more detailed research and planning before final determination of educational programs can be made. Following the accomplishment of this additional research by the administration and faculty of the Tulsa Junior College, the State Regents will then make the final determination of programs and courses of study to implement the functions and broad outlines of educational programs contained in this document as Appendixes "A" and "B".

3. It is recommended that the State Regents prescribe for Tulsa Junior College the standards of education now applicable at other two-year state colleges, including standards for admission, retention, graduation, and accreditation.

The Constitution and Statutes of Oklahoma provide that the State Regents shall determine the standards for admission to, retention in, and graduation from each institution in the State System, as well as the standards for institutional accreditation. Since Tulsa Junior College was created as an integral part of the State System, and therefore subject to the same laws and regulations as the other two-year state colleges, the standards and regulations now applicable at these institutions would logically be applicable at Tulsa Junior College as well. The standards and regulations of the State Regents are contained in published policy statements of the Board, and are made available as published to institutions for their guidance and direction.

4. **It is recommended that the State Regents authorize the Tulsa Junior College to confer the following degrees and other forms of academic recognition upon those students successfully completing educational programs: Associate in Arts; Associate in Science; Associate in Technology; and Certificate of Accomplishment.**

Although the degrees authorized to be conferred at Oklahoma two-year colleges are not uniform, the titles and certificates prescribed for conferral at Tulsa Junior College are nonetheless those which a majority of the State System two-year colleges confer. The exact titles of degrees and other forms of academic recognition to be conferred at Tulsa Junior College, together with the kinds of educational programs for which the degrees are to be awarded, are contained in this document as Appendix "C."

5. **It is recommended that the fees authorized to be charged students for enrollment at Tulsa Junior College be identical with those general and activity fees authorized to be charged at other two-year state colleges.**

One of the chief purposes of the community junior college is to provide low-cost educational opportunity for students desiring to complete a two-year college program while living at home. This arrangement generally reduces the cost substantially, since the student is not required to pay $700 to $800 per year for room and board, the average cost for four-year colleges and universities respectively in Oklahoma for these services. Also, the required tuition and fee charges for resident students at two-year institutions in the State System (approximately $200.00 per year), is considerably less expensive than the required tuition and fees at

Oklahoma four-year colleges, $285.00, or at universities, approximately $360.00 per year.

A list of the student charges in effect at state-supported institutions of higher learning in Oklahoma is published annually by the Oklahoma State Regents for Higher Education, and is provided all institutions for their guidance and direction.

6. It is recommended that the State Regents adopt the educational and general operating budget figures presented in Chapter V of this report as a base for developing the Tulsa Junior College's initial current operating budget needs program for presentation to the 1970 Oklahoma Legislature.

The Constitution of Oklahoma provides that the State Regents shall recommend to the Legislature the budget allocations to each institution in the State System. It is therefore encumbent upon the State Regents to study the current operating budget needs of the Tulsa Junior College for the purpose of recommending to the 1970 Oklahoma Legislature the needs of the institution for its initial year of operation, Fiscal Year 1970-71.

Chapter V of this report did not attempt to arrive at a definitive projection of needs for Tulsa Junior College's initial year; rather, two projections were presented, one based upon a planning figure of 2,700 students, and the other based on a figure of 3,700 students. The estimated current operating budget needs for the number of students above would be $2.0 million and $2.8 million respectively, with approximately two-thirds of the proposed funds to be derived from state sources and one-third from student fees and other institutional income.

It should be emphasized that the figures contained in Chapter V are based upon enrollment data projected two years into the future; therefore, they will be up-dated before the State Regents make a presentation to the 1970 Oklahoma Legislature as to the current operating budget needs for the new institution.

7. It is recommended that the data on space needs and cost requirements presented in Chapter VI of this report be adopted as a guideline for planning and constructing the initial phase of the Tulsa Junior College physical plant.

On December 10, 1968, the people of Oklahoma approved a state building bond issue which will make available to the State Regents some

$4 million in capital funds for the new Tulsa Junior College. These funds, together with federal matching funds expected to produce an additional $4 million, would make for a total of approximately $8 million for planning and constructing the initial portion of the physical plant program of the institution.

The expected sequence of events after the establishment of a new Tulsa Junior College in early 1969 would find the Board of Regents and the new administration of the college moving to develop the educational program within the framework of the functions and program guidelines laid down by the State Regents. The institution would, after appropriate research and study, present its detailed educational programs to the State Regents for final approval, after which a set of educational specifications for implementing the instructional program would be drawn up, which specifications would then be translated into architectural specifications for developing a long-range campus master plan for the new institution. This master plan would in turn be brought to the State Regents for their approval, in order that the institution might be eligible to share in state funds and also federal funds available under Title I of the Higher Education Facilities Act of 1963.

Following their approval of the institution's long-range campus master plan, the State Regents would then allocate funds available from the state building bond issue and from federal aid sources to underwrite the initial phase of construction of the physical plant. Subsequently, the State Regents, together with the Board of Regents and administration of the Tulsa Junior College, would begin a study to update the enrollment projections and long-range projections of space needs for the purpose of presenting to the Oklahoma Legislature the needs of the institution for funds to underwrite the second phase of construction.

9. It is recommended that the Tulsa Junior College be developed as a multi-campus institution and that the long-range program for institutional development include the location of three, and perhaps four, campuses within the Tulsa Standard Metropolitan Statistical Area. It is further recommended that the State Regents adopt the criteria for site selection contained in this document as Appendix B, and move immediately toward the identification and selection of one or two campus locations within the early weeks ahead.

Tulsa County and surrounding area comprise the major portion of a Standard Metropolitan Statistical Area containing upwards of a half-million people. By the year 2000, approximately 30 years from now, the population of this SMSA is expected to range between 800,000 and 1,000,000 people, with the growth of Tulsa County expected to furnish the bulk of the increase between now and then.

Currently, four percent of Oklahoma's population is enrolled in higher education, which means that the potential enrollment of students from the Tulsa County area is now in the neighborhood of 20,000. However, since Tulsa County has not had equal access to public higher education in the past, there is currently a backlog of demand in the area at the present time. All signs indicate that the percentage of the population engaged in formal programs of study beyond the high school will continue to rise, so that within 25 to 30 years, all high school graduates are expected to attend at least the first two years of a college program.

In addition, the need for adults to re-train for new or upgraded positions in business and industry will further swell the ranks of college-going students.

When all of these factors are considered together—the increase in population, the increase in the college-going rate of high school graduates, and the increase in the number of adults who will be enrolled in higher education—there is projected for the Tulsa Metropolitan Statistical Area a potential enrollment of between 50,000 and 70,000 college students by the year 2000, with the bulk of these students projected to be enrolled at the lower division level.

The demand for lower division college-going opportunity such as that envisioned for the Tulsa area is almost certain to exceed the available supply unless immediate steps are taken to provide a solution to the problem. In other urban areas across the nation, the multi-campus community junior college has been the response to the need. Within recent years, multi-campus junior colleges have been established in dozens of cities and counties, including Miami-Dade Junior College and St. Petersburg Junior College in Florida; St. Louis Junior College District in Missouri; Dallas County Junior College and Tarrant County Junior

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College in Texas; as well as multi-campus operations in Kansas City, Los Angeles, San Francisco, Chicago, and Washington, D.C.

The advantages of the multi-campus community junior college are obvious. First, the campus can be located more conveniently to a greater number of the population. Second, it provides efficiency of operation without sacrificing individual attention for its students. While the evidence as to the optimum size of a campus is not available, there is enough experience to substantiate the assumption that 3,000 to 5,000 students on a campus will promote an economical, efficient and quality operation, and yet avoid the de-personalizing effect which often accompanies an overcrowded institution. Third, a multi-campus approach enables those with the responsibilities for meeting the long-range educational needs of a community to plan systematically and comprehensively upon the basis of long-range industrial and population growth, and to avoid expedient solutions which may satisfy an immediate need but do not meet long-range requirements.

9. It is recommended that the State Regents adopt a time-table for the establishment of the Tulsa Junior College which would enable the institution to acquire its leadership personnel, develop its educational programs, plan for the long-range development of the physical plant, and carry out all other steps necessary to operate classes beginning with the 1970-71 Fiscal Year.

In order to implement Recommendation 9, it will be necessary for the State Regents to act immediately to adopt site criteria, approve the selection of one or more campus locations for donation to the State of Oklahoma, adopt an official resolution of establishment declaring the institution to be formed, and then to work cooperatively with the Board of Regents and the administration of the college at each stage of the time-table so that no unnecessary delays result.

Provided that the criteria for selection of the site are adopted in the December meeting of the State Regents, it should be possible for site selection to be accomplished sometime during January of 1969. In that event, the resolution of establishment might be adopted at the January meeting of the State Regents, following which the Governor of Oklahoma would appoint a seven-member Board of Regents for the governance of

the college. It would then be encumbent upon the institutional governing board to select its leadership; initiate the research and planning necessary to the development of the educational program and long-range campus master plan; hire the necessary architectural and engineering assistance to plan physical plant projects; arrange for the construction of the necessary facilities; secure the necessary guidance and faculty personnel to develop educational syllabi, schedule classes and enroll students; and finally, to open the doors of the institution to the public for formal classwork. It is hoped that this process will eventuate in the opening of classes by the Fiscal Year 1970-71.

10. It is recommended that the State Regents act as soon as possible to adopt a resolution of establishment of the Tulsa Junior College, with such action to take place at such time as provision has been made locally for the donation to the State of Oklahoma of a suitable site for the college.

Section 4 of Senate Bill No. 493 of the 1968 Oklahoma Legislature provides that the State Regents shall have authority to establish a junior college in Tulsa County . . . "if provision is made locally for the donation to the State of Oklahoma, of a suitable site for the college . . ." At such time as this provision has been satisfied, the State Regents may then issue an order of establishment. It is hoped that the process of site selection can be completed during January of 1969, in order that the State Regents might issue an order of establishment at their regular monthly meeting in January.

Appendix "A"

The authorized educational functions of Tulsa Junior College are as follows:

Statement of Functions for Tulsa Junior College

1. To provide a comprehensive, two-year post-high school program of education for the citizens of Tulsa County, and for students from the surrounding area who live within reasonable daily commuting distance.

2. To provide a program of general education for all students designed to develop common understandings, to foster good citizenship, and to promote the development of each individual as a unique and responsible person.

3. To provide two-year programs of education in the Liberal Arts and Sciences, culminating in the awarding of the associate degree.

4. To provide instructional programs in Technical and Occupational education of two years or less for those planning to seek employment, with students completing such programs to be awarded the associate degree, or an appropriate certificate of accomplishment.

5. To provide collegiate programs of two years or less for students planning to transfer into baccalaureate and professional programs at other colleges and universities.

6. To provide a program of remedial education for young people and adults whose previous educational experiences have not fitted them to achieve at collegiate levels.

7. To identify and meet the legitimate needs of adults in the community for programs of continuing education.

8. To provide a program of community services designed to improve the cultural, economical, moral and social environment of Tulsa County and surrounding area.

Appendix "B"

The authorized educational programs of Tulsa Junior College are as follows:

Educational Programs of Tulsa Junior College

Liberal Arts and Pre-Professional Programs

Programs offered under this heading are designed for those who plan to transfer to four-year colleges and universities and pursue their baccalaureate or a professional degree, as well as for those desiring to broaden their horizons through the completion of a collegiate program of general and liberal education. These programs will normally culminate in the awarding of the associate degree.

Vocational and Technical Programs

Programs offered under this heading include those designed for students who plan to seek employment immediately upon completion of their formal study and training in the junior college. Programs in this category will be of both one and two years duration, and will culminate either in the awarding of the associate degree or an appropriate certificate of accomplishment.

Adult and Community Service Programs

Programs offered under this heading will normally be those of a short term nature designed to broaden the horizons, deepen the understandings, or sharpen the skills of those participating. These programs will normally culminate in the awarding of an appropriate certificate of accomplishment.

Remedial Programs

Programs offered under this heading are designed for adults or those young people of college age whose previous educational experiences have not qualified them for collegiate-level work. The object of such programs will be to improve the literacy, language, or speech skills of students in order to equip them for initial employment, to upgrade their job skills, to enable them to embark upon an academic career at the collegiate level, or to function more efficiently as citizens. The completion of a planned program in this area will normally be recognized by the awarding of an appropriate certificate of accomplishment.

Appendix "C"

The authorized degrees and certificates of Tulsa Junior College are as follows:

Degrees and Certificates of Tulsa Junior College

Associate in Arts

Those students who successfully complete an approved two-year program with major emphasis in a Liberal Arts field will be awarded the Associate in Arts degree.

Associate in Science

Those students who successfully complete an approved two-year program with major emphasis in Engineering or Physical and Biological Science will be awarded the Associate in Science degree.

Associate in Technology

Those students who successfully complete an approved two-year program with emphasis in a Vocational-Technical field will be awarded the Associate in Technology degree.

Certificate of Accomplishment

Those students successfully completing an approved program of less than degree length will be awarded an appropriate Certificate of Accomplishment.

Appendix "D"

Criteria for Site Selection

1. Location and Environment

The site should be approximately in the center of the population area to be served. The surrounding areas should be zoned to protect the college from obnoxious odors, undesirable noises, and deleterious moral influences. Specific traffic hazards, easements which prevent proper campus development, air traffic patterns, and similar problems should be avoided.

2. Accessibility

The site should be as accessible to as many people as possible; therefore it should be located as nearly as possible to the center of the population to be served. The minimum time for a maximum number of students to travel to the site should be calculated. There should be safety of ingress and egress for vehicular traffic, as well as safe and rapid movement to and from the site in all seasons of the year. The availability of nearby student employment opportunities should be considered, since more than half of the enrollment will probably work part-time. Also, the availability of public transportation should be considered. The potential site should be accessible at night as well as in the day time.

3. Size and Configuration

The site should be roughly rectangular in shape and should contain a minimum of 40 acres for an urban location, or 90 acres for a suburban location. The availability of additional land for future institutional expansion should be considered.

4. Topography and Soils

The topographical layout of the proposed location should desirably include gently rolling contours, rather than a flat, barren surface. No barriers such as rivers, quarries, highways, etc., should split the site. Surface and subsurface drainage conductions substantiated by engineering studies should be presented as a part of the documentation for the site.

5. Availability of Utilities and Services

The site should have access to nearby waterlines, electrical power, gas lines, and drainage systems. Also, the site should be easily accessible to police, fire, and other public officials.

6. Data Collection

Complete data regarding each site should be presented. Such data should include (but not be limited to) legal description, general description including size, shape, topography, easements, and test boring information, etc., availability of utilities, police and fire protection, and related public services.

Appendix "E"

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

State Capitol, Oklahoma City

Student Questionnaire

Name of High School: _____ **District:** _____

To The Student: This instrument has been designed to secure information about high school juniors from Tulsa County and the surrounding area. A new two-year college, to be known as the Tulsa Junior College, is to be established to serve the people of Tulsa County and the surrounding area. The information obtained from this questionnaire is needed to guide those responsible for planning. All tabulations and analysis of this data will preserve the anonymity of the respondents.

Please circle the appropriate answer (number) to the following questions.

	Circle Number
1. Sex	
Male	1
Female	2
2. Family Status	
Living with Both Parents	1
Living with One Parent	2
Living with Guardian(s)	3
Living with Relative(s)	4
Other: Specify _____	5
3. How long have you lived in your neighborhood?	
1 year or less	1
2-3 years	2
4-6 years	3
7 years or more	4
4. Father's Education	
Grammar School or less	1
Some High School	2
High School Graduate	3
Some College	4
College Degree	5
Post Graduate Degree	6
5. Mother's Education	
Grammar School or less	1
Some High School	2
High School Graduate	3
Some College	4
College Degree	5
Post Graduate Degree	6

(Over)

	Circle Number
6. Racial Background	
American Indian	1
Caucasian	2
Negro	3
Oriental	4
Other: Specify _____	5
7-8. Father's Occupation	
Actor (Performer)	1
Businessman	2
Clergyman	3
College Teacher	4
Doctor (MD or DDS)	5
Educator (Secondary)	6
Elementary Teacher	7
Engineer	8
Farmer or Farmer	9
Health Profession (non-MD)	10
Lawyer	11
Military Career	12
Research Scientist	13
Skilled Worker	14
Semi-Skilled Worker	15
Unskilled Worker	16
Unemployed	17
Other: Specify _____	18
9-10. Estimated Parental Income	
Less than $9,000	1
$9,000-$11,999	2
$12,000-$17,999	3
$18,000-$19,999	4
$20,000-$24,999	5
$25,000-$29,999	6
$30,000-$34,999	7
$35,000-$39,999	8
$40,000 or more	9
Does Not Mind	10

Appendix "E" continued

Circle Number

11. How far in school do you want to go?

- Through high school/No one beyond 1
- Specialized Occupational Training 2
- Two-Year Junior College Program 3
- Nurse Training 4
- College Degree (Bachelor's) 5
- College, plus advanced degree 6
- Other: Specify 7

12. What type of institution are you planning to attend?

- Private Business or Technical School 1
- Two-Year Private or Municipal Junior College 2
- Two-Year State-Owned Junior College 3
- Four-Year Private Senior College 4
- Four-Year State-Owned Senior College 5
- Private University 6
- State University 7
- Other: Specify 8
- Do not plan to continue education 9

13. Do your parents want you to attend college or other post-high school training?

- Definitely want me to attend 1
- Probably want me to attend 2
- Uncertain 3
- Probably do not want me to attend 4
- Do not want me to attend 5

14. If a junior college was located within commuting distance for me to live in your home, would you be likely to attend?

- Probably attend for first two years of college work 1
- Probably attend for a specialized training program 2
- Uncertain 3
- Probably not attend 4

15. If you are not planning to go on to college or other specialized training, why have you reached this decision?

- Tired of school 1
- Want to get a job and make some money 2
- Want to get married 3
- Grades aren't good enough 4
- Lack of finances 5
- Vocational choice doesn't require further training 6
- Other: Specify 7